Equality, Excellence and Efficiency:

A Postsecondary Educational Agenda for the Future

February 1990

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Department of Education
Government of Newfoundland and Labrador

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Table of Contents

1. Introduction — 1

2. Profile of Postsecondary Education in Newfoundland and Labrador — 2

2.1 Institutions — 2
2.2 Programs — 4
2.3 Enrolment and Participation Trends — 5

3. The "Triple-E" Policy Framework — 10

3.1 Equality — 10
3.1.1 Discussion — 10
3.1.2 Initiatives — 11
3.1.3 Measures of Success — 15

3.2 Excellence — 15
3.2.1 Discussion — 15
3.2.2 Initiatives — 16
3.2.3 Measures of Success — 18

3.3 Efficiency — 18
3.3.1 Discussion — 18
3.3.2 Initiatives — 19
3.3.3 Measures of Success — 24

4. Implementation Plan — 25

1. Introduction

The skills and knowledge of Newfoundlanders and Labradorians will be a critical factor in determining the future success of our Province as a vibrant society and a viable economy. The postsecondary education system in today's challenging environment must provide the women and men of the Province with high quality advanced education, delivered in an accessible and efficient manner.

As an initial step in ensuring that the postsecondary education system meets this goal, the Government is issuing this White Paper and inviting commentary from stakeholders and the general public. Postsecondary education affects all of our lives, whether as students, workers, employers, or taxpayers. All people have a stake in a progressive and effective system. Therefore, serious consideration and reaction to the ideas in this Paper is invited from all interested groups and individuals.

The Paper contains the main policy directions proposed by Government, as well as a number of major initiatives that will be started in the near future. These initiatives provide a starting point for the future development of the postsecondary system. At present, the Department of Education is working with the non-university postsecondary institutions in the province to develop a five year strategic plan. This planning effort is being carried out within the policy framework outlined in this White Paper, and will serve as a mechanism for implementing additional projects and programs. Planning issues related to university education will be incorporated in future years.

2. Profile of Postsecondary Education in Newfoundland and Labrador

An overview of postsecondary education in the Province will help place the Government's new policy directions in context. This section will examine the types of institutions and programs that currently exist in the postsecondary system, the trends in enrolment and participation rates that have been evident in recent years, and the levels of educational attainment within the adult population.

2.1 Institutions

At present, Newfoundland and Labrador has one University, three Provincial Institutes, and five Community Colleges.[1] The campuses and locations of these institutions are illustrated in Figure 1.

Memorial University of Newfoundland is a medium-sized institution in the Canadian university context, with a 1989-90 enrolment of 11,804 full time students and 3,968 part-time students in a wide range of diploma and degree programs, at the graduate and undergraduate levels. The university currently operates from two main locations - the St. John's campus and the Corner Brook campus (Sir Wilfred Grenfell College). Government has already indicated its intention to create a third campus in Central Newfoundland. Memorial also operates a wide-ranging set of learning centers where credit and non-credit courses are offered, many through the use of distance education technologies.

[1] Private training institutions are also an important part of the postsecondary training system. However, this White Paper deals exclusively with public institutions.

Figure 1: Postsecondary Institutions, 1990

Community Colleges

1. Labrador
2. Western
3. Central
4. Eastern
5. Avalon

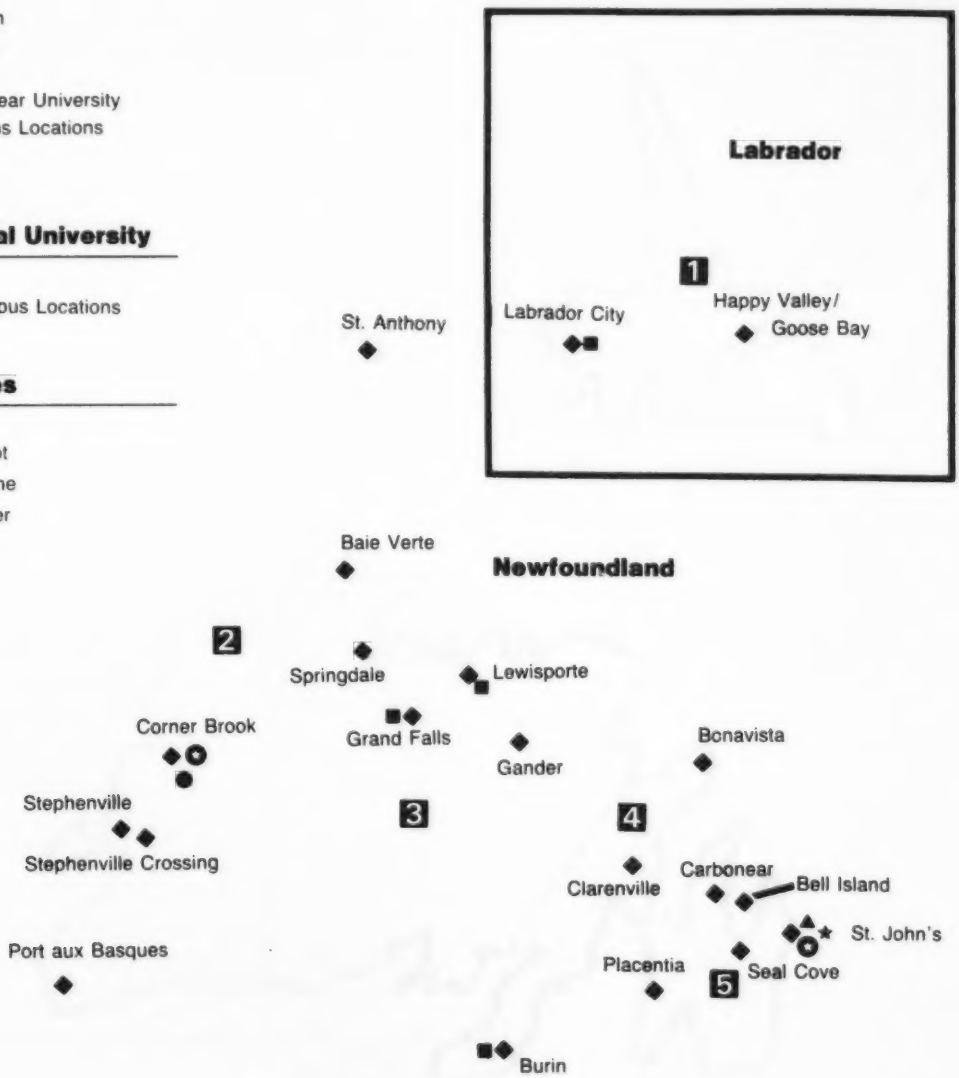
■ First Year University
◆ Campus Locations

Memorial University

✪ Campus Locations

Institutes

▲ Cabot
★ Marine
● Fisher



The Community Colleges and the Provincial Institutes have a combined full-time enrolment of 6,351 students[2], and more than 14,000 students in evening courses and short-term programs. Each of these educational institutions is directed by a Board of Governors and is responsible for the conduct of its own affairs within the ambit of government legislation and policy. Existing legislation provides the Provincial Institutes with a mandate for the delivery of two and three year programs, as well as applied research and technology transfer activities. The Community Colleges are provided with a mandate for programs of one year or less, as well as short-term and part-time programs responsive to needs expressed at the community level.

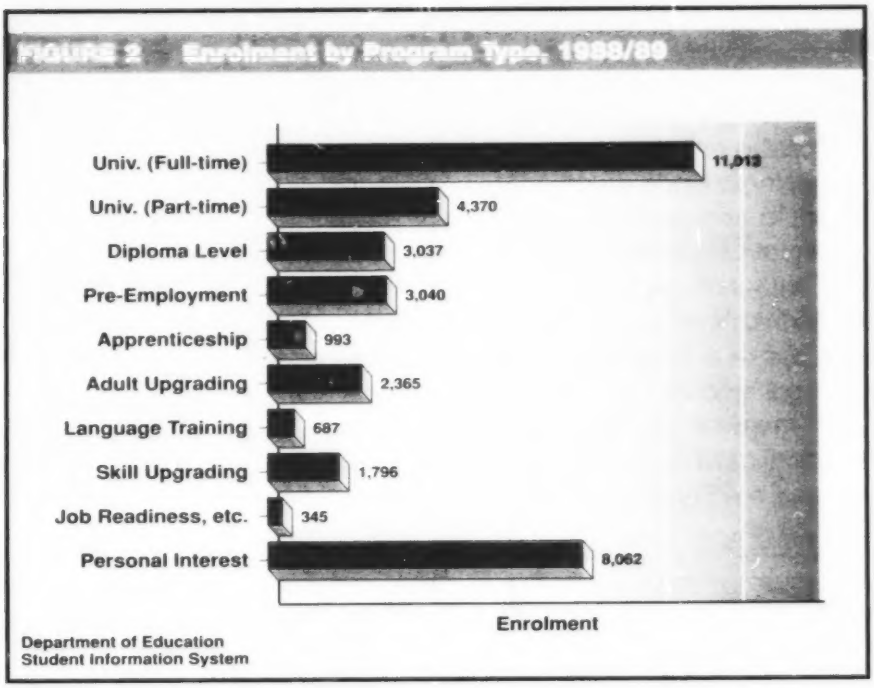
Since 1986, when the present system of Provincial Institutes and Community Colleges was created, practical concerns such as availability of space and limited funding have meant that the precise mandates assigned to the two types of institutions have not been achieved. For example, the Cabot Institute still maintains a large number of one year programs, and the Western Community College delivers a selection of programs lasting two and three years. This situation, however, is not regarded as inappropriate, but rather as a common sense approach to existing program structures and the problems of training supply and demand.

2.2 Programs

To respond to the diverse needs of students, postsecondary education institutions have developed a flexible assortment of program types. For example, programs have been designed to provide skills and knowledge for a person's first entry into the labour force, for career advancement, and for personal interest and growth. Figure 2 presents enrolment by program type during 1988/89 for all postsecondary institutions in the Province. University-level studies make up the largest amount of educational activity in the postsecondary sector. In the Community Colleges and Provincial Institutes, Personal Interest programs have the largest number of

[2] Includes Pre-employment, Pre-apprenticeship, Post-certificate Diploma, Diploma of Applied Arts and Diploma of Technology programs.

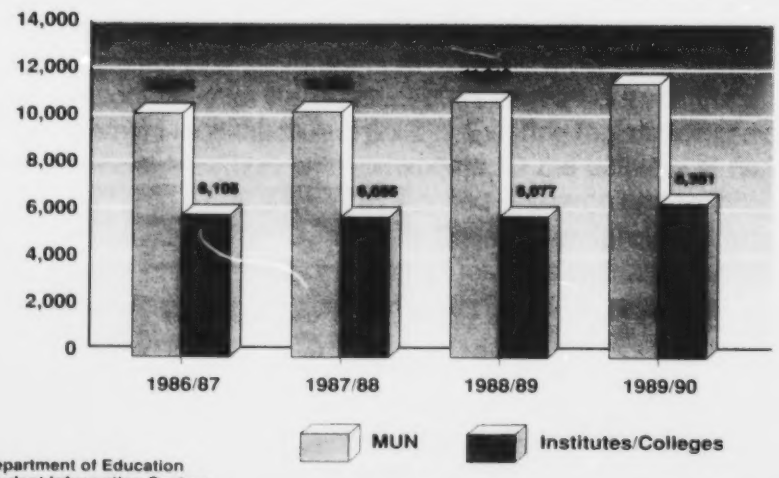
students. However, this category is entirely non-credit and part-time. The College/Institute program types which require the greatest financial and instructional resources are the Pre-employment and Diploma programs.



2.3 Enrolment and Participation Trends

In the last four years, enrolment in full-time postsecondary programs has seen strong growth, from 16,619 students in 1986-87 to 18,155 in 1989-90 (see Figure 3). Enrolment growth has occurred at both Memorial University and the non-university institutions. University enrolment, however, has grown at a faster pace than College and Institute enrolment.

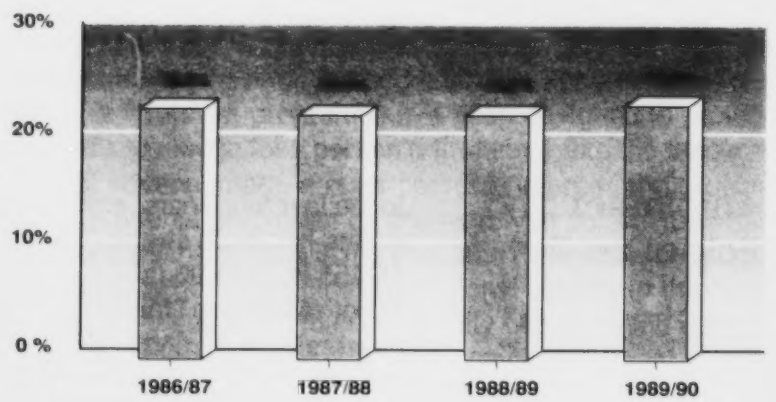
FIGURE 3 Full-time Enrolment in Postsecondary Institutions, Newfoundland and Labrador, 1986/87 - 1989/90



Department of Education
Student Information System

The postsecondary participation rate (enrolment as a percentage of the 18-24 population) has also advanced (Figure 4). In 1986-87, the participation rate was 22.3 percent, and by 1989-90 it had risen to 23.4 percent.

FIGURE 4 Postsecondary Participation Rate, Newfoundland and Labrador, 1986/87 - 1989/90

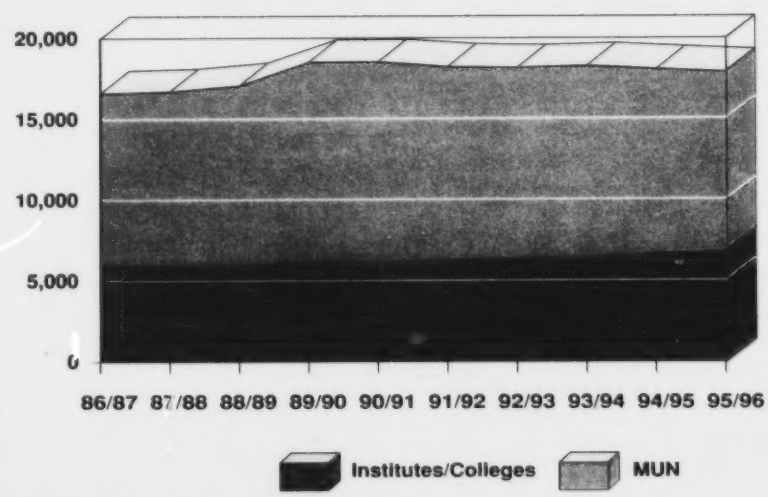


Department of Education
Student Information System
& Newfoundland Statistics Agency

The fact that participation rates are growing steadily is not surprising, given the increased importance of postsecondary qualifications in obtaining stable and remunerative employment. Growing recognition of this fact portends further increases in participation. As well improvement in the high school retention rate in recent years has created a larger base from which postsecondary students can be drawn.

These patterns provide the basis for a forecast of university and non-university enrolment to the year 1995/96 (Figure 5). This forecast is premised on a continuing rise in participation rates, a levelling off and subsequent decline of the youth population in the Province, and a steady growth in the institutional capacity of the postsecondary system. University enrolment is expected to continue growing until 1991/92, but then start a slow decline, due primarily to the declining cohort of young people in the Province. At the Community College and Institute level, enrolment is expected to grow in a constant but moderate fashion based on ongoing expansions in program offerings. It should be noted, however, that additional increases in full-time enrolment may result from initiatives outlined in this White Paper and the forthcoming Five Year Plan.

FIGURE 5 Full-time Student Enrolment Forecast, 1986/87 - 1995/96



Department of Education,
Planning and Research Division

Increased demand for postsecondary education is a challenge which Government must meet as it prepares for the future. Meeting the challenge is particularly important if we are to improve our economic position in relation to other provinces and countries. The jurisdictions with the best educated labour forces have a competitive advantage over those which lag behind. Economic advancement is becoming more reliant on endowments of knowledge and skills than on natural resources. Innovation and productivity are critical traits of a successful economy and are accomplished only with a significant investment in human capital.

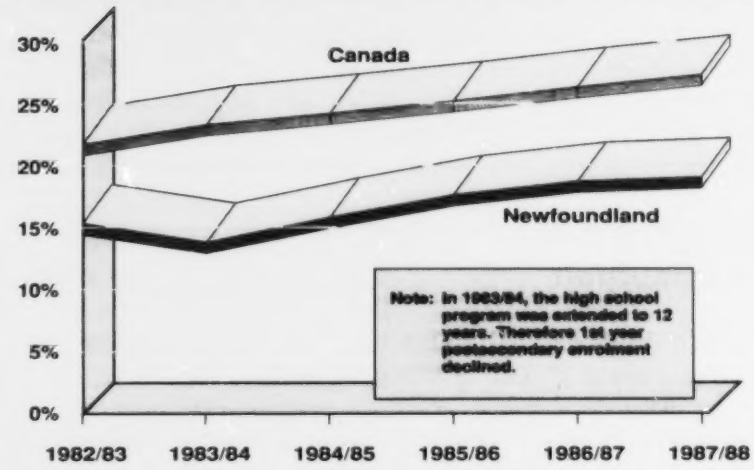
Newfoundland and Labrador's improvements to date in enrolment and participation, while admirable, must be placed in the overall Canadian educational context to appreciate how much advancement is still required. Figure 6 shows that Newfoundland's postsecondary participation rate in 1987/88 was 8.3 percentage points lower than the Canadian average. This gap is larger than the difference in the two previous years, and may indicate a reversal in the gains which Newfoundland had been making for some time.[3]

In addition, Newfoundland's labour force has a lower level of overall educational attainment than that of the Canadian labour force. In 1986, for example, 33.5 percent of Newfoundland adults had, at some point in time, participated in postsecondary education, compared with 42.9 percent of Canadian adults (Figure 7). The distance between Newfoundland and Canadian attainment levels will be slow to change unless significant improvements are made in the participation rate.

On the reverse side of postsecondary attainment is the large group of adults who have less than a high school education. A critical aspect of future educational strategies will be to respond to the under-education and illiteracy problem so that the labour force becomes retrainable and can adapt to the ever-changing cycles of the economy.

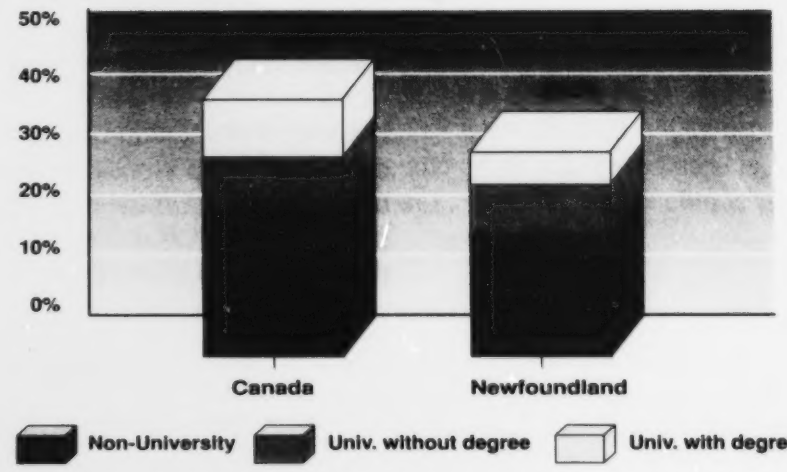
[3] The participation rate used in Figure 6 is calculated on a different basis than Figure 4. Figure 4 includes one year certificate programs, whereas Canadian comparisons in Figure 6 exclude this category for comparative purposes.

FIGURE 6 Postsecondary Participation Rate, Canada and Newfoundland, 1982/83 - 1987/88



Statistics Canada Catalogue 81-220

FIGURE 7 Percent of Adults 15 Years & Over by Postsecondary Educational Attainment Level, Canada and Newfoundland, 1986



Statistics Canada, Labour Force Survey

3. The "Triple-E" Policy Framework

This section outlines the major policy directions proposed by Government for postsecondary education: equality, excellence, and efficiency. The following sections provide the broad thrust of each area, including the major programming implications, and a variety of specific initiatives to begin the policy implementation process. Finally, in order to enhance the accountability process, specific measures of success are presented in each section.

3.1 Equality

3.1.1 Discussion

The principle of equality in education has many facets. In its simplest sense, it reflects a desire to open postsecondary institutions to all potential students. It attempts to deal with students at the level of academic preparation with which they enter an institution and provides a continuum of instruction to the point where certifiable skills and knowledge are obtained. It tries to avoid enrolment restrictions and attempts to remove barriers which prevent people from attending the programs of their choice. Equality in postsecondary education supports the notion of expanded participation rates.

Increased equality and accessibility also arise from specific strategies which increase enrolment among identifiable groups that are traditionally underrepresented in postsecondary education. Such groups include native people, the disabled, and social assistance recipients. While women are well represented in postsecondary education as a whole, they are clearly underrepresented in science, engineering and the skilled trades. Strategies to change this situation will improve equality and access.

In Newfoundland and Labrador, a longstanding disparity exists in educational opportunity between people living in rural and urban areas. In 1987-88, the participation rate of rural students in postsecondary education was 20.3 percent, while for urban students it was 30.6 percent.[4] One of the major contributors to this

[4] Participation rate definition same as Figure 4.

disparity is the difficulty potential students face in attending institutions far from their home communities. Strategies to make postsecondary education available to more people in rural areas will help solve this problem.

Policies that make institutions more flexible and responsive to the needs of learners increase the equality of opportunity in education. Institutions should be student-centered with instruction and services accommodating the varying needs and abilities of all students. To this end, linkages within and between programs and institutions should open up a wide spectrum of programming options to the learner.

The principle of equality is firmly supported by Government, but is often constrained by two major factors: Government's ability to provide additional financial resources, and the labour market's ability to absorb graduates. In the latter case, it would be unfair to students and wasteful of resources if a large surplus of graduates for specific occupations were being regularly produced, and could not obtain employment in the provincial or national labour markets.

3.1.2 Initiatives

While there are many programs and activities underway at the Departmental and institutional level that promote equality of access, the Government feels that further initiatives are required. The following strategies have been planned, and additional ones will be developed through the dialogue that takes place on this White Paper. The Department of Education will also maintain a continuous dialogue with students, administrators, Boards of Governors, the business community, labour, and other interested groups, to ensure that postsecondary education remains responsive to all sectors of society.

1. Creation of a new campus of Memorial University in Central Newfoundland. The availability of a Memorial University campus in Central Newfoundland will increase access to university education. Costs to students from the region, and their families, will be lower than those associated with relocating to St. John's or Corner Brook. Students will encounter smaller class sizes than those encountered at the campus in St. John's. The construction of a student residence with the new campus will ensure that access is extended to all potential students in the Central Newfoundland area.

A major strength of the new campus will be the ability to bring services outside its walls, to communities throughout the region, where the need and the demand for credit and non-credit studies exist. Linkages will be built with the community college system so that maximum use of facilities is ensured. The new campus and its programs should be a regional resource for life-long learners with diverse needs and interests.

2. Expansion of Sir Wilfred Grenfell College in Corner Brook. Currently a two year university campus, Grenfell College will be upgraded to a four year institution. Full degree programs in Arts and Science, in addition to Fine Arts, will be offered.

3. A common first year of study for non-university Diploma programs (two and three year programs), with transferability to Memorial University, will be developed. Greater choice of postsecondary programs will be available to students if their first year of study can be used as a common entry point into a wide variety of degree and diploma programs. As an illustration, a community college student could take the common first year program at a community college campus, and then choose to pursue any diploma or degree program in another location in the second year. As well, under this system a student who takes the first year of university at the new Central Newfoundland campus of Memorial University can decide to change direction and enter the second year of an electrical engineering program in a community college

with a minimum of academic disruption.

This system is based on the premise that all diploma and degree programs require a core program of mathematics, science, and communication, along with a selection of elective courses. Depending on the particular courses taken by the student during the first year, a transfer to a new type of program in the second year may require additional first year courses. The process, however, would be much more flexible than is the case at present.

The Department of Education has appointed a committee to determine the best way to implement a common first year of study.

4. Existing first year university programs in community college campuses in Burin and Labrador City will be retained as long as they remain viable. These programs currently use a combination of on-site instruction and distance education courses to provide a full first year university program. Introduction of the common first year program, will eliminate the need for further expansion of first year university programs in community colleges. In the long term, the first year university programs in Burin and Labrador City will be incorporated into the common first year format.

When the new Central Newfoundland university campus opens, the first year university courses at the Central Newfoundland Community College (in Grand Falls and Lewisporte) will be discontinued. The facilities that remain at the Central Newfoundland Community College will serve to enhance other types of college-level programming.

5. A system to extend the transferability of credits will be established. At present, there are few formal arrangements whereby credits obtained through one program can be recognized for equivalency in another program. Maximum flexibility and access will be achieved when a commonly agreed set of standards and credit recognition are put in place.

6. Mandate restrictions regarding the location of diploma programs in the province will be removed. The programming distinction between Institutes of Applied Arts and Technology (two and three year diploma programs) and Community Colleges (one year programs or less) has not been realized in practice because of the existing combination of programs in these institutions. As well, the location of the Institutes in St. John's and Corner Brook has meant that access to these programs for students from other areas has been more difficult. Therefore, all Community Colleges will have mandates enabling them to offer diploma level programs, based on established criteria outlined by regulation. This change will not lead to an unnecessary proliferation of existing diploma programs, but rather allow Colleges to offer diploma programs in other locations in the province, without being restricted by mandates.

7. Part-time programs will be encouraged in all areas of the Province. The growing demand for credit courses by adults who are already in the workforce, and people who require flexible scheduling, is an important issue. Priority will be given to the expansion of part-time course offerings in one, two, and three year programs in all Community Colleges.

8. Literacy and Adult Basic Education will receive increased emphasis in the Community Colleges and in programs delivered through volunteer groups, business and labour. Adult illiteracy must be addressed in order to achieve equality in education and to improve the flexibility of the labour force. New initiatives will be announced as part of Government's response to the recommendations of the Ministerial Advisory Committee on Literacy.

3.1.3 Measures of Success

Public policy directions to promote equality must be rendered measurable to determine whether success is being achieved. A number of key indicators can be monitored to provide the general public, Government, and educational institutions with appropriate feedback on performance:

1. Increased participation rate.
2. Narrowing gap between urban and rural participation rates.
3. Rising level of adult educational attainment.
4. Increasing ratio of part-time to full-time students.
5. Increasing volume of intra- and inter-institutional transfer of students.
6. Declining adult illiteracy.

3.2 Excellence

3.2.1 Discussion

Excellence must pervade all institutions and programs in the postsecondary system. The highest standards of teaching, research, and student services must be pursued vigorously so that our graduates can compete on an equal basis with the best in the world. Without a commitment to excellence, quality, and effectiveness, our postsecondary institutions will be unable to contribute fully to economic diversification and recovery. Low expectations are no longer acceptable. The postsecondary education system must continuously change and upgrade to keep pace with changing technologies, innovative instructional techniques, and the demands of the labour force.

The concept of excellence has several dimensions. The first is that learning and teaching should utilize leading edge curriculum and delivery methods. We must continuously compare ourselves to other jurisdictions. How do the qualifications of our teachers and instructors compare? Are our classrooms, laboratories, shops and learning resource centers as well equipped? Do our standards for graduation meet national and international standards? Does our

curriculum transmit the most important generic and specific skills and knowledge needed in today's technologically advanced world?

A second dimension of excellence is whether graduates are meeting the needs of employers and the economy as a whole. Are the skills of graduates enabling employers to compete effectively with firms elsewhere? Are jobs being lost in the provincial economy because skill levels of our workers are inadequate? The quality of graduates is directly linked to the quality of the workforce, and therefore to Newfoundland's competitive position. The postsecondary system plays a crucial role ensuring that employment leakages do not occur due to lack of appropriate skills.

A third dimension is the quality of services provided to the learner. Every student who enters a postsecondary institution should receive high quality instructional and support services which are student-centered and which encourage students to reach their highest potential. Such services should be provided as consistently as possible in all institutions so that students throughout the Province may have equal benefit.

As with equality, the postsecondary education system's capacity to deliver excellence in programs and services is constrained by the reality of the Provincial Government's fiscal position. A careful balancing act between the three policy directions outlined in this White Paper is required to satisfy all stakeholders in the system.

3.2.2 Initiatives

While Government will develop and implement specific measures to achieve excellence, many of the initiatives outlined in the other two sections of this Paper, dealing with equality and efficiency, also contribute to excellence.

1. Student services will be expanded throughout the community college system. There have been many accomplishments in the area of programming in the Community Colleges in recent years, but parallel systems of student services are still underdeveloped. Advisory and counselling services, remedial assistance, and improved learning resource centers will be priorities during the implementation of the Five Year Plan.

2. One university umbrella for all Newfoundland. Maintaining the new university campus in Central Newfoundland within Memorial University's organizational structure will allow for the larger institution to easily extend its standards, administrative resources and student services to the new entity. Students will be better served as a result, and will benefit from the national and international reputation of Memorial University.

3. A small campus in Central Newfoundland will promote a positive learning experience. Smaller class sizes, greater access to professors and closer proximity to families are all favourable qualities of the new campus.

4. Collaboration with community development groups and small businesses will be vigorously promoted. In particular, collaboration will take place with the Economic Recovery Commission and its new regional enterprise centers, which will have geographic boundaries similar to the community colleges. To assist the Province's economic recovery, all public agencies must work together. Postsecondary institutions have a special role in improving human resources so that new enterprises in all areas of the Province will have a better chance of success. Recent initiatives in fisheries training on the Northern Peninsula and Coastal Labrador are good examples of the type of collaboration needed for the future.

3.2.3 Measures of Success

The attitudes of students, graduates and employers must be regularly surveyed to determine their satisfaction with various aspects of the postsecondary system. It will also be necessary to compare more rigorously the standards and characteristics of our postsecondary system with those of other provinces and countries.

3.3 Efficiency

3.3.1 Discussion

There is a growing public demand for efficiency in all government funded services, including postsecondary education. In this era of fiscal restraint, postsecondary institutions and government are being asked to ensure value for money. Duplication and waste cannot be tolerated, economies of scale must be identified, and funds must be allocated to areas of highest priority. Operation of a postsecondary education system to achieve excellence can only be realized if existing funds are used in a strategic, productive and efficient manner.

In striving for efficiency, it is important that accessibility be maintained and that organizational arrangements make sense. For example, accessibility, if carried to the extreme, would negate reasonable efficiencies that can be accomplished in our postsecondary system. Balancing these two directions is a difficult and complex problem.

Organizational arrangements must build upon the strengths which rest within existing institutions. Common functions should be brought together, and expertise and physical facilities should be shared. The refinements to the current structure of the system, outlined below, respect these principles.

Another important aspect of efficiency is the way in which postsecondary education and training contributes to the efficiency of the economy. A highly effective applied research and technology transfer function is one way to assist economic growth and make a contribution to the competitiveness of industries and firms.

A second way is to ensure that labour market skills required by employers are provided in sufficient quantity and on time. In this way, investment and jobs can be maximized in the local economy. It is also important not to produce too many graduates in occupations where insufficient jobs exist. Not only does this situation contribute to unemployment among graduates, but it is wasteful of valuable educational resources.

3.3.2 Initiatives

The following initiatives are planned by Government to promote more effective delivery and increased efficiency of instruction and services in the postsecondary education system:

1. Revision of institutional structures in St. John's. Currently, the St. John's area is served by four separate institutions: Memorial University, the Marine Institute, the Cabot Institute, and the Avalon Community College. The duplication of administrative resources to support this structure is unnecessary. Furthermore, a revision of institutional structures is consistent with the elimination of mandates noted in the first section on equality. Specific proposed changes are as follows:

a) A community college will be created to serve the St. John's area, consisting of the present campuses of the Cabot Institute, as well as the St. John's, Bell Island and Seal Cove campuses of the Avalon Community College. The program offerings of the new community college will combine the full range of programs presently being delivered. The new Center for Engineering Technology planned for the Cabot Institute will proceed, thus providing adequate facilities for present programs and for additional programs in the future.

b) The Marine Institute will retain its distinct identity, but become affiliated with Memorial University. The new arrangements will improve the coordination of research and development, while at the

same time retaining a strong emphasis on industry specific technical training and extension services.

One of Government's greatest economic challenges over the next several years will be to improve the viability and productivity of the fishing and marine industries. A closer relationship with the research infrastructure of Memorial University will enhance the Marine Institute's role in this effort. The Marine Institute has a growing research and development capacity, and has already entered into a number of joint relationships with Memorial University. Memorial, for its own part, is one of the leading universities in Canada in marine studies, with a large number of faculty members, graduate students and support personnel currently involved in ocean-related research. These activities annually attract a significant amount of research funding from a variety of external sources. This activity is expected to increase in the future as a result of initiatives under the Oceans 2000 umbrella and the participation of the University's Ocean Sciences Center in the national Centers of Excellence program.

A closer relationship with Memorial University will also allow the Marine Institute to develop degree programs within the framework of a well-established degree-granting institution. Government recognizes the need to explore new degree-granting opportunities, and to develop fisheries and marine professionals within the Province who can contribute their knowledge and innovation to our most important industry.

Government also expects to see the strengthening of diploma programs and extension activities of the Marine Institute as key components of skill upgrading and productivity enhancement in the fishing and marine industries. These programming areas are traditional strengths of the Marine Institute, and will continue to be important as the fishing industry adjusts to resource and economic problems in the coming years.

2. Revision of institutional structures in Corner Brook. At the present time there are three postsecondary institutions with programs being offered in Corner Brook: the Sir Wilfred Grenfell College (including the School of Fine Arts), the Fisher Institute of Applied Arts and Technology, and the Western Community College. While the Western Community College does not have a large presence in Corner Brook, it operates a variety of community education programs in the area as part of its mandate to serve the entire West Coast. The existence of both Western and Fisher within this City cannot be justified when their overall mandates are similar. Therefore, Government plans to create one Community College for the entire West Coast of the Province. Fisher will become the Corner Brook campus of the new College.

3. In order to facilitate expansion of non-university programs within the Corner Brook area, an $8 million extension to the present Fisher facility will proceed. New facilities will allow for adequate delivery of a wider variety of technology programs, and will better accommodate existing programs.

4. Revision of Community College boundaries. The changes outlined above will mean that the distinction between Institutes and Colleges will no longer exist and that Community College boundaries will be slightly altered. In addition to the changes outlined for St. John's and Corner Brook, the campuses operated by the Avalon and Eastern Community Colleges will be combined into one, larger community college. The following list provides the new structure of the community college system in the province, and Figure 8 illustrates the new geographical boundaries.

Community College	Campus Locations	Headquarters
St. John's	St. John's (Prince Philip Dr., Parade St., and Topsail Rd.) Bell Island Seal Cove	St. John's
Avalon/Eastern	Bonavista Carbonear Placentia Burin Clarenville	Clarenville
Central	Gander Grand Falls Baie Verte Lewisporte Springdale	Grand Falls
Western	St. Anthony Port aux Basques Stephenville Stephenville Crossing Corner Brook	Stephenville
Labrador	Happy Valley Labrador City	Happy Valley

Figure 8: Proposed Organization of Postsecondary Institutions

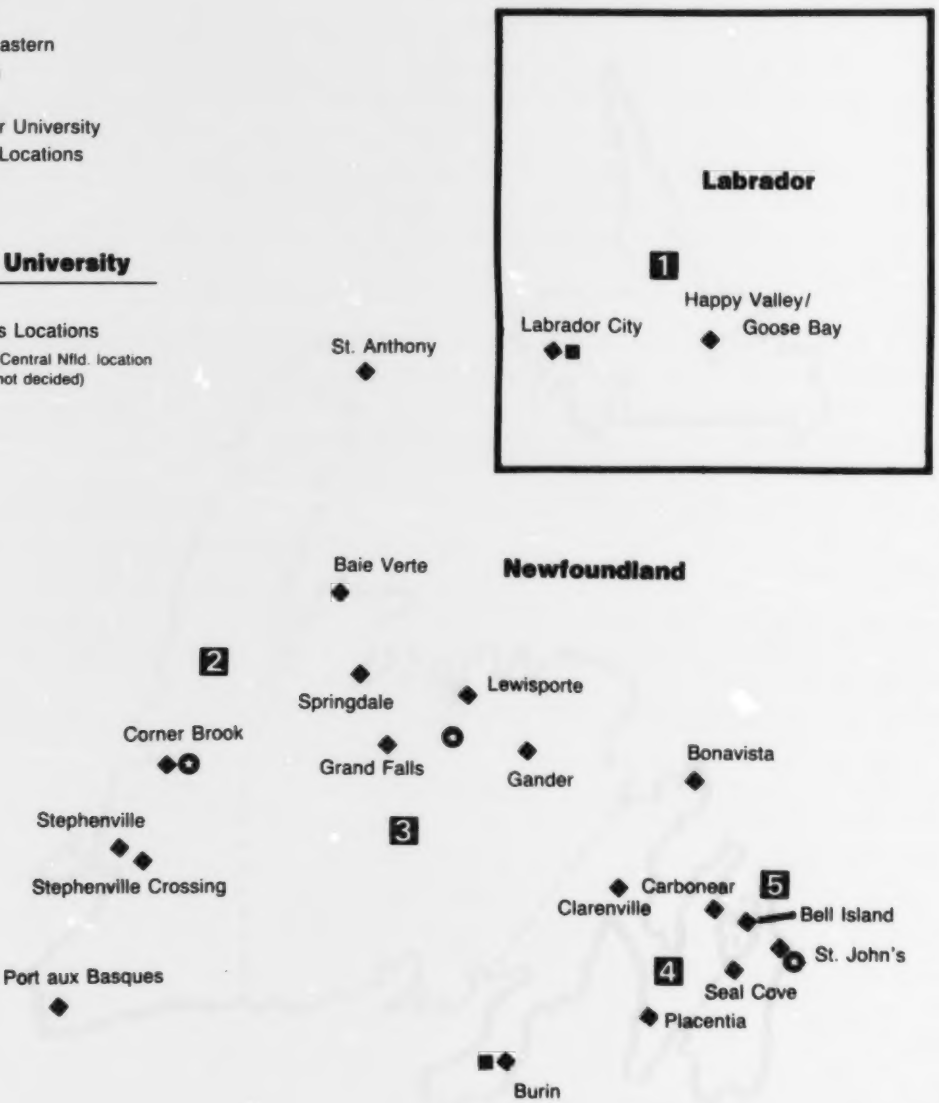
Community Colleges

1. Labrador
2. Western
3. Central
4. Avalon/Eastern
5. St.John's

■ First Year University
◆ Campus Locations

Memorial University

Campus Locations
(Central Nfld. location not decided)



5. Review and rationalization of extension services of postsecondary institutions. The delivery of extension services is currently performed by many postsecondary institutions. Memorial University has operated a wide-reaching extension service which has successfully brought credit and non-credit programs to people in communities throughout the Province. Since the creation of the community colleges, with their mandate to respond to the education and training needs of their regions, additional strides in extension activities have been made. The Marine Institute also delivers a broad range of fisheries programs to people in all areas of the Province. A rationalization of delivery mechanisms is now required to ensure that efficiency and increased accessibility are being achieved and that the various services are complementary to each other.

3.3.3 Measures of Success

Tracking the success of efficiency initiatives can be accomplished with standard financial indicators, as well as by the success of graduates in the labour market. Several of the indicators to be used are as follows:

1. Decrease in cost per student (with excellence indicators remaining constant or improving).
2. Increase in capacity utilization rates of physical space.
3. High employment rates for graduates.

4. Implementation Plan

Prior to implementing the initiatives described in this Paper, the Government is soliciting the views of all interested groups and individuals. In particular, Government wishes to gather reactions to:

1. the policy framework consisting of "Equality, Excellence and Efficiency"; and
2. the specific initiatives outlined in this Paper.

The following schedule sets out the target dates for soliciting input and implementing the initiatives. Upon review of the submissions, if the specific initiatives require adjustment, the schedule will be revised accordingly.

February 1990
White Paper Released; Consultative Period starts.

April 30, 1990
Consultative Period ends; Government reviews input.

May 31, 1990
Government announces results of review; sets up Implementation Committee.

1990/91

- Engineering plans for Central Newfoundland Campus and Grenfell College expansion.
- Engineering plans and start of construction for Center for Engineering Technology, and Fisher Institute extension.
- Plans developed for common first year and transferability of credits.
- Expansion of Part-time programs begins phase-in.
- Implementation Committee finalizes plan for financial, personnel and facility implications of institutional reorganization.
- Five Year Strategic Plan begins.

1991/92

- Construction begins for Central Newfoundland campus.
- Construction begins for Grenfell College expansion.
- Institutional reorganization begins phase-in.

1992/93-1994/95

- Common first year pilot phase.
- University and Community College reorganization fully implemented.